第２講　最難関私大英語長文演習②

次の英文を読んで，問いに答えなさい。

At Stanford University interest in online education increased dramatically when a pair of celebrity professors attracted more than 150,000 students from around the world to a noncredit, open enrollment course on artificial intelligence. This development, though, says very little about what role online courses could have as part of standard college instruction. College administrators who dream of emulating this strategy for classes like freshman English would be irresponsible not to consider two serious issues.

First, student dropout rates — around 90 percent for some huge online courses — appear to be a problem even in small-scale online courses when compared with traditional face-to-face classes. Second, courses delivered solely online may be fine for highly skilled, highly motivated people, but they are inappropriate for struggling students who make up a significant portion of college enrollment and who need close contact with instructors to succeed.

Online classes are already common in colleges, and, on the whole, <u>the record is not encouraging</u>. According to Columbia University's Community College Research Center, for example, about seven million students — about a third of all those enrolled in college — are enrolled in what the center describes as traditional online courses. These typically have about 25 students and are run by professors who often have little interaction with students. Over all, the center has produced nine studies covering hundreds of thousands of classes in two states, Washington and Virginia. The picture the studies offer of the

online revolution is distressing.

NOTE

The research has shown over and over again that community college students who enroll in online courses are significantly more likely to fail or withdraw than those in traditional classes, which means that they spend hard-earned tuition dollars and get nothing in return. Worse still, low-performing students who may be just barely hanging on in traditional classes tend to fall even further behind in online courses.

A five-year study, issued in 2011, surveyed 51,000 students enrolled in Washington State community and technical colleges. It found that those who took higher proportions of online courses were less likely to earn degrees or transfer to four-year colleges. The reasons for such failures are well known. Many students, for example, show up at college （or junior college） unprepared to learn, unable to manage time, and having failed to master basics like math and English.

Lacking confidence as well as competence, these students need engagement with their teachers to feel comfortable and to succeed. What they often get online is estrangement from the instructor who rarely can get to know them directly. Colleges need to improve online courses before they deploy them widely. Moreover, schools with high numbers of students needing remedial education should consider requiring at least some students to demonstrate success in traditional classes before allowing them to take online courses.

NOTE

Interestingly, the center found that students in hybrid classes — those that blended online instruction with a face-to-face component — performed as well academically as those in traditional classes. But hybrid courses are rare, and teaching professors how to manage them is costly and time-consuming.

The online revolution offers intriguing opportunities for broadening access to education. But, so far, the evidence shows that poorly designed courses can seriously shortchange the most vulnerable students.

[*The Trouble With Online College*, The New York Times, FEB. 18, 2013, © 2023 The New York Times]

NOTE

1. According to this article, which THREE of the following are true?

a. Most traditional online courses have small classes of 25 students that include a lot of student-teacher interaction.

b. Studies show that academically students in hybrid classes do as well as or better than students in direct contact classes.

c. Students who are having academic difficulties in college are not the best candidates for online courses.

d. Stanford University's popular online courses provide a suitable model for other universities to follow.

e. Small-scale online courses are more suitable for students who do not perform well in traditional classes.

f. Students in online courses tend to drop out of courses at a higher rate than students in traditional classes.

g. Unprepared students should be required to take online courses before they sign up for traditionally taught classes.

h. Students who do average, or better than average, in traditional classes always perform well in online courses.

i. Students who enroll in online courses tend to gain confidence in themselves and in their academic ability.

j. Students in community colleges who take a lot of online courses find it harder to finish their degrees.

2. Which one of the following is closest in meaning to the clause the record is not encouraging?

a. the result is not very promising

b. the document is not acceptable

c. the history is not very optimistic

d. the achievement is not favorable

e. the evidence is not recommended

3. Which one of the following is closest in meaning to the phrase hanging on?

a. advancing with little diligence

b. studying with much enthusiasm

c. trying with minimum effort

d. continuing with great difficulty

e. failing with low scores

4. Which one of the following is closest in meaning to the phrase need engagement?

a. demand frequent cooperation

b. require personal contact

c. insist on important agreements

d. ask for occasional recommendations

e. expect individual evaluation

5. Which one of the following is closest in meaning to the phrase estrangement from?

a. protection from

b. divergence from

c. dissatisfaction with

d. disagreement with

e. alienation from

6. Which one of the following is closest in meaning to the phrase shortchange the most vulnerable students?

a. to lower the standards for the most enthusiastic students

b. to allow the poorest students to pay less tuition

c. to give the weakest students less than they deserve

d. to shorten and simplify the program for most students

e. to discourage the worst students from participating

7. According to this article, which one of the following can be said about the online revolution in colleges?

a. College administrators should improve online courses so as not to discourage struggling students.

b. Online classes are already common in many colleges and have succeeded in broadening access to education.

c. Students who are unprepared and unsure of their academic ability should not be permitted to enroll in online courses.

d. The evidence proves that colleges should require online courses as part of the standard college curriculum.

e. Colleges should increase hybrid classes by reducing costs and hiring more professors to ensure success.

8. Which one of the following can most likely be inferred from this article?

a. Online classes will comprise a large percentage of future university curriculums.

b. Online classes will enroll more students year by year because of their popularity.

c. Online classes will require bigger budgets and stricter regulations than before.

d. Online classes will soon attract more students than traditional classes.

e. Online classes will have to make major reforms in order to succeed.

NOTE

第２講　　　　　　　　　　　　　　　　　解答

＜解答＞

1. c, f, j　2. a　3. d　4. b　5. e　6. c　7. a　8. e

＜全訳＞

スタンフォード大学でオンライン教育への関心が劇的に高まったのは，2 人の有名な大学教授が，人工知能についての単位非認定の公開登録講座で，世界中から 150,000 人以上の学生を集めた時であった。もっとも，この発展からは，オンラインの課程が，標準的な大学の授業の一環としてどんな役割を担う可能性があるのかに関しては，ごくわずかなことしか言えない。1 年生の英語などの授業にこの戦略をあてはめることを夢見る大学の管理者は，2 つの深刻な問題を考えないことには無責任になるだろう。

最初に，学生の離脱率，いくつかの大規模なオンラインの課程ではおよそ 90% になるが，これは従来の対面での授業と比べると，たとえ小規模のオンラインの課程でも問題となるように思える。第 2 に, オンラインだけで提供される課程は, 非常に有能で, 非常にやる気のある人々には良いかもしれないが，大学入学者の大部分を構成する学生たちや，良い成績を取るために講師との密な連絡を必要とする学生たちには不適切である。

オンライン授業は，大学ではすでに一般的になっているが，概してその結果は思わしくない。例えば，コロンビア大学コミュニティーカレッジの研究センターによると，大学入学者のおよそ 3 分の 1 にあたる約 700 万人の学生が，そのセンターが従来のオンラインの課程とするものに登録している。これらは，一般的には約 25 人の学生がおり，学生たちとほとんど交流のない教授陣によって運営されている。全体として，そのセンターは，何十万という授業を網羅する 9 つの学科をワシントン，バージニアの 2 つの州で提供している。学科がもたらすオンライン革命の状況は，悩ましいものである。

その研究は，オンラインの課程に登録しているコミュニティーカレッジの学生が，従来型の授業の学生よりも落第する，あるいは退学する可能性が著しく高いことを何度も示してきた。それは苦労して稼いだ授業料を費やして，見返りが何も得られない

ことを意味している。さらに悪いことに，従来型の授業にかろうじてついていけているだけの成績の悪い学生は，オンラインの課程ではさらに落ちこぼれてしまう傾向にある。

2011 年に発表された 5 年間の研究では，ワシントン州のコミュニティーカレッジおよび専門学校に入学した 51,000 人の学生を調査した。それによると，オンラインの課程を受講する割合が高い人ほど，学位を取得する，あるいは 4 年制大学に転入する割合が低いことがわかった。そのような失敗の理由はよく知られている。多くの学生は，例えば，学習する準備ができていなかったり，時間を管理することができなかったり，数学や英語のような基礎学問を習得するのに失敗したまま，大学（または短期大学）に現れているのである。

能力だけではなく自信も不足しているので，こういった学生たちは，前向きになり良い成績を収めるために，先生との関わり合いを必要としている。彼らがオンラインでしばしば受けるのは，自分たちを直接知ることはめったにできない講師との疎遠感である。大学は，オンラインの課程を広く展開する前に，改善する必要がある。さらに，リメディアル教育を必要とする大量の学生を抱えている学校は，少なくとも一部の学生に，オンラインの課程の受講を許可する前に，従来型の授業でうまくいくことを示すよう求めることを検討すべきだ。

興味深いことに，そのセンターでは，ハイブリッド式授業，すなわちオンライン授業に対面式の部分を混合した授業の受講生が，従来型の授業の受講生と同じくらいの成績を収めることがわかった。しかし，ハイブリッド式の授業はまれで，その運用方法を教授陣に教えることは，費用もかかり，時間も消費する。

オンライン革命は，教育を受ける手段を広げる面白い機会を提供している。しかし，今までのところ，しっかり設計されていない課程が，最も弱い学生たちに深刻な損害を与えうるという証拠が示されている。

第２講 重要語彙リスト ＊一つ一つ何度も繰り返して，覚えてください

1	celebrity	有名人
2	artificial intelligence	人工知能
3	administrator	管理者
4	emulate	まねる
5	irresponsible	無責任な
6	dropout	落第者
7	make up	構成する
8	portion	割合
9	on the whole	全般的に
10	interaction	関わり
11	hundreds of thousands of	何十万の
12	distressing	悩ましい
13	over and over again	何度も何度も
14	enroll in	登録する
15	withdraw	退会する
16	tuition	授業料
17	barely	かろうじて～
18	hang on	続ける
19	fall behind	後れを取る
20	issue	発行する
21	proportion	割合
22	transfer	転校する
23	show up	現れる
24	confidence	自信
25	competence	能力
26	engagement	関わり合い
27	estrangement	隔離
28	rarely	めったに～ない
29	deploy	配備する
30	demonstrate	示す
31	component	部分
32	intriguing	面白い
33	shortchange	不公平に扱う
34	vulnerable	弱い

第２講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

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